

OBSERVING EXPLICIT READING INSTRUCTION

Purpose	This tool provides a systematic approach that Rtl leadership teams, principals, reading coaches or specialists can use when conducting observations to evaluate explicit reading instruction in the classroom.
Materials	None
Media	<p>For individual review:</p> <p><i>Systematic Teaching in Tiers 2 and 3.</i> Watch this multimedia overview to learn about the key elements of systematic instruction and explicit strategies teachers can use to help students master critical reading skills. (6:50 min)</p> <p><i>Intensive Tier 3 Instruction</i>, video interview with Joseph Dimino, Ph.D., of the Instructional Research Group. Watch this expert interview to learn how to group students, pace lessons, and provide error correction and student practice during Tier 3 interventions. (4:08 min)</p>
Topic	Response to Intervention in Primary Grade Reading
Practice	Systematic Skill Instruction

Observing Explicit Reading Instruction

This tool contains four forms to help structure observation and evaluation of classroom practices in explicit reading instruction.

- **Part 1: Reading Instruction Observation** — The observer notes what explicit strategies are used during the reading lesson, records highlights, and provides suggestions for how the teacher or interventionist can improve explicit teaching in upcoming reading lessons.
- **Part 2: Teacher Self-Reflection** — The teacher or interventionist writes a self-reflection on what happened during the reading instruction, including positive features and disappointments or unexpected outcomes.
- **Part 3: Observation and Self-Reflection Review** — A follow-up conference between the observer and teacher is held to discuss the self-reflection and review the reading observation outcomes.
- **Part 4: Collaborative Improvement Plan** — The process concludes with observer/teacher collaboration to identify short- and long-term instructional actions to improve reading interventions.

Part 1: Reading Instruction Observation

	Observed	Not Observed	Notes for Discussion
A. Foundational Reading Skill Taught			
1. Phonemic Awareness (note specific skill, e.g., isolation, identity, categorization, blending and segmentation, deletion, addition, substitution)			
2. Phonics (note specific skill, e.g., consonant and vowel letter-sound relationships; converting letters or combinations into sounds, blending sounds to form words; using parts of known word families to identify words)			
3. Vocabulary (note specific skill, e.g., specific word instruction; word meaning; word-learning strategies)			
4. Comprehension (note specific skill, e.g., questions with answers stated in the text, summarizing a portion of text, listening comprehension strategies, etc.)			
5. Fluency (note specific skill, e.g., letter naming, word recognition, nonsense word/pseudo word reading, oral reading fluency with connected text)			
B. Reading Skill Focus			
6. Limit number of skills taught during the lesson			
7. Build skills gradually			
8. Introduce skills in isolation before integrating with other skills			

	Observed	Not Observed	Notes for Discussion
C. Explicit Teaching Strategies			
9. Keep the lesson pace quick and varied			
10. Provide high level of teacher-student interaction			
11. Scaffold instruction until students are independent			
12. Demonstrate the thinkaloud process for students			
13. Provide guided practice			
14. Give clear, specific corrective feedback			
15. Provide frequent, multiple practice opportunities			
16. Use cumulative review to ensure mastery			
17. Use material supports (e.g., graphic organizers)			
18. Motivate students and recognize efforts/success			

	Observed	Not Observed	Notes for Discussion
D. Data-Based Instruction			
19. Use assessment data to differentiate instruction			
20. Differentiate instruction for individual students in small group or one-on-one instruction			
21. Choose materials and activities that meet students' instructional needs			
22. Teach to mastery before moving on to new skills			
23. Embed informal progress monitoring into lessons			
24. Teacher regularly monitors student understanding by conducting frequent informal checks of individual and small group work throughout the lesson			
25. Check for understanding regularly by conducting frequent informal checks of individual and small group work throughout the lesson			
26. Reteach skills based on progress monitoring data			

Part 2: Teacher Self-Reflection

	Very satisfied	Somewhat satisfied	Not satisfied	Explanation/Comments
A. Foundational Reading Skill Taught				
1. Phonemic Awareness (note specific skill, e.g., isolation, identity, categorization, blending and segmentation, deletion, addition, substitution)				
2. Phonics (note specific skill, e.g., consonant and vowel letter-sound relationships; converting letters or combinations into sounds, blending sounds to form words; using parts of known word families to identify words)				
3. Vocabulary (note specific skill, e.g., specific word instruction; word meaning; word-learning strategies)				
4. Comprehension (note specific skill, e.g., questions with answers stated in the text, summarizing a portion of text, text comprehension strategies, etc.)				
5. Fluency (note specific skill, e.g., letter naming, word recognition, nonsense word/pseudo word reading, oral reading fluency with connected text)				
B. Reading Skill Focus				
6. Limit number of skills taught during the lesson				
7. Build skills gradually				
8. Introduce skills in isolation before integrating with other skills				

	Very satisfied	Somewhat satisfied	Not satisfied	Explanation/Comments
C. Explicit Teaching Strategies				
9. Keep lesson pace quick and varied				
10. Provide a high level of teacher-student interaction				
11. Scaffold instruction until are independent				
12. Model learning strategies for students				
13. Demonstrate the thinkaloud process				
14. Provide guided practice				
15. Give clear, specific corrective feedback				
16. Provide frequent, multiple practice opportunities				
17. Use cumulative review to ensure mastery				
18. Use material supports such as graphic organizers				
19. Motivate students and recognize efforts/success				

	Very satisfied	Somewhat satisfied	Not satisfied	Explanation/Comments
D. Data-Based Instruction				
20. Use assessment data to differentiate instruction				
21. Differentiate instruction for individual students in small group or one-on-one instruction				
22. Choose materials and activities that meet students' instructional needs				
23. Teach to mastery before moving on to new skills				
24. Embed informal progress monitoring into lessons				
25. Teacher regularly monitors student understanding by conducting frequent informal checks of individual and small group work throughout the lesson				
26. Check for understanding regularly by conducting frequent informal checks of individual and small group work throughout the lesson				
27. Reteach skills based on progress monitoring data				

Part 3: Observation and Self-Reflection Review

The observer and teacher review the classroom observation and teacher self-reflection forms and identify common areas of agreement and areas needing further discussion or clarification.

[illegible]

Part 4: Collaborative Improvement Plan

The teacher and observer collaborate on setting improvement goals and identifying short- and long-term instructional actions to improve tiered interventions.

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